BOOK REVIEWS

Evidence-Based Practice for Information Professionals: A Handbook. Edited by Andrew Booth and Anne Brice. London, UK: Facet Publishing, 2004. (Released in US by Neal-Schuman Publishers.) 304 p. $95.00. ISBN 1-85604-471-8.⊗

Evidence-based practice began in the field of medicine during the 1990s and met with such success that this method of improving service procedures is becoming integrated into an increasing number of disciplines. The practice consists of applying results from research studies and literature to improve performance in the workplace. By retrieving rigorous and reliable evidence to inform clinical decision making, practitioners have improved the delivery of effective health care. Familiarity with this new paradigm of evidence-based medicine has encouraged librarians and information professionals to apply the method to their own field. This migration of the evidence-based model to the field of library and information science speaks to the increased interest in such a perspective.

The book is edited by Andrew Booth, director of information resources and senior lecturer in evidence-based healthcare at the School of Health and Related Research, University of Sheffield, and Anne Brice, head of knowledge and information sciences at the Public Health Resource Unit, Oxford University. The eighteen contributors are British, Australian, and Canadian with the exception of one author, Jonathan Eldredge, a leader in evidence-based librarianship (EBL) in the United States.

The book is divided into three parts: ''The Context for Evidence-Based Information Practice,'' ''Skills and Resources for Evidence-based Information Practice,'' and ''Using the Evidence Base in Practice.'' The first part includes overview chapters representing the latest thinking in evidence-based practice with an emphasis on information work. Part two focuses on practical aspects of the process, ranging from initiation to evalua-tion and review. The third part discusses the six EBL domains identified in research to demonstrate a decision-making application. The chapters in this section provide ''special topics'' that contain summaries of evidence-based information practice in a variety of work areas and offer practical examples of application.

The authors incorporate case studies to cover a broad range of key issues, including reasons librarians do not use research, ways of disseminating lessons of evidence-based practice, introduction of the evidence-based method to marketing and promotional activities, identification of sources of evidence, searching of the literature, application of evidence to everyday practice, and evaluation of performance, to mention only a few. Implementation of a unique method such as EBL faces major challenges in its beginning stages. Acceptance requires lively discourse among professionals, and this work provides an excellent place to start the process.

The editors begin by outlining the political and social context in which evidence-based practice has developed and then apply it to information practice. Providing a historical perspective assists readers in comprehending the new model. Several definitions of EBL are given, and strengths and weaknesses of EBL are reviewed. It should be noted that the documentation following each chapter is extensive and is valuable in itself.

One of the contributors emphasizes that the process of formulating the question is fundamental to all evidence-based practice. Librarians and information professionals have an advantage in that questions and answers are key competencies of the profession, and EBL ''may thus be informed both by research within information science and by wider developments in evidence-based practice'' (p. 68). Approaches to searching the literature are suggested, including the use of search styles, methodological search filters, and techniques such as cita-tion, author, and searching by hand.

The final chapter synthesizes perspectives on EBL in the United Kingdom, the United States, and Canada and considers some challenges facing the movement. While much of the book is written from a British and Canadian view, the basic tenets of EBL transcend geographic boundaries. This text makes a useful and significant contribution to the evidence-based practice field of literature.

Janet M. Coggan
jcoggan@cox.net
Gainesville, Florida

JOHNSON, PEGGY. **Fundamentals of Collection Development and Management.** Chicago, IL: American Library Association, 2004. 342 p. $60.00. ISBN: 0-8389-0853-5.⊗

Fundamentals of Collection Development and Management is an extremely well-written, well-documented book on collection development and collection management. The process of collection management is achieved by incorporating methods of organization and staffing, selecting and deselecting, budgeting, marketing and promoting, understanding electronic resources and the role of interlibrary cooperation, and evaluating and assessing success. The author discusses this process in different types of libraries, ranging from academic to public, to special, to school media libraries.

The author maintains that collection management cannot exist in a ''vacuum'' but must be an integral part of library operations. Extensive lists of suggested readings at the end of each chapter add value to the work. Each chapter includes a relevant case study and activity that will prove especially helpful to students and that enhances the book for purposes of instruction in collection management.

Another strength of the book is the author's integration of chapter topics into every chapter of the

book. Thus, the book is not a compilation of chapters with separate beginnings and endings but, rather, is a series of chapters that form a continuum of collection management ideas and techniques. The subject matters of organization, staffing policy, planning, and budgets are standard fare in collection management books. This book lists and discusses the various tasks, functions, and responsibilities and, where relevant, presents different and complementary styles, methods, and models of each subject. The different ways of organizing and staffing collection activities are carefully integrated by the author through automation, onsite sources, and remote access sources as well as similarities and differences by type and size of library.

The author spends considerable time delineating each of nine planning models and the ways one complements another. Written policies and planning documents enable collection management staff to be prepared for declining budgets that affect acquisitions, as well as weeding, deselection, and cancellations. Five collection development policy formats are discussed, with the strengths and weakness of each delineated.

Collection development, the author maintains, is both an art and a science, combining the professional elements of knowledge, experience, and intuition. The author emphasizes that choices of the collection manager must reflect the needs and interests of the community of users. The author addresses censorship and intellectual freedom, which are accepted cornerstones of collection management.

The other side of the process of choice not only includes the activities of what to acquire and to cease acquiring but also what to withdraw from and to preserve in the collection. The author discusses legitimate reasons for weeding materials as well as criteria useful for the deselection process. Unique or other important materials may require preservation or repair and conservation to extend their physical lives. The steps and criteria in selecting materials for this special handling are thoroughly reviewed by the author.

Marketing of library services is important for all libraries but perhaps more important for small special libraries frequently faced with closure. Marketing through liaison and outreach activities is thoroughly analyzed by the author. The author's discussion of promotional activities—such as positive information sharing with governing bodies, outreach activities, and measures of success—will assist those professionals initiating such endeavors.

The author's chapter on e-resources is informative and helpful, particularly in the emphasis on benefits and complementary functions of contract e-journals. Because librarians are traditionally comfortable with "owned" written materials, it takes some time to comprehend and integrate the nature of "non-owned" resources. Such resources constitute an integral and necessary aspect of a library, despite the increased strains that the prices of e-resource packages place on already limited financial resources. The issues of contracts, licensing terms, and conditions for e-resources as well as copyright laws are thoroughly reviewed.

Cooperative collection development and management is the sharing of resources between libraries and incorporates many potential benefits. With the high cost of print and e-resources, interlibrary loan is the most active and successful component of libraries' sharing of resources. The author outlines types of cooperation, including consortia, library automation, shared or union catalogs, and shared preservation. As an experienced academic university librarian, the author notes that this type of cooperative collection is most successful within state university systems and public library systems.

Collection analysis, the process of evaluating the success of past collection management efforts, plays a key role. The author provides details to assist collection librarians in implementing, evaluating, and assessing a library collection. Detailed collection analysis techniques, both quantitative and qualitative, including e-collections, are thoroughly described, and potential benefits are identified. In addition, collection-based analysis methods are discussed, and a variety of different forms are presented.

This book is informative and comprehensive in its coverage. It will serve to refresh the knowledge of experienced librarians and both educate and assist library science students.

Sarah Beck Kirby
sarah.kirby@providence-health.org
Providence Health Library
Providence Medical Center
Sisters of Charity of Leavenworth
Health System
Kansas City, Kansas

BARCLAY, DONALD A. **Teaching and Marketing Electronic Information Programs: A How-To-Do-It Manual for Librarians.** New York, NY: Neal-Schuman Publishers, 2003. (How-to-do-it manuals for librarians: no. 124). 255 p. $75.00. ISBN: 1-55570-470-0.⊗

Because the concept of electronic information literacy shares common elements across a variety of disciplines and types of libraries, much of this "how-to-do-it" manual by Donald A. Barclay is as relevant to the health sciences librarian–teacher as to the group he seemingly targets, instructors of undergraduate students. This general applicability—combined with Barclay's delightful humor, his extensive annotated reference list, and his practical advice on everything from animating PowerPoint slides to optimal lighting in the electronic classroom—creates a volume that this reviewer will refer to and recommend to others. *Teaching and Marketing Electronic Information Programs* is definitely a significant contribution to the field.

The book contains two main divisions: the concepts to be taught in an information literacy program

(what to do) and the process of teaching those concepts (how to do it). The initial chapters cover what information literacy is, why the needed information is not ''just a click away'' (the myths), what the ethics and economics of electronic information are, what the essentials of searching and retrieval are, and how information is evaluated. Twelve complete slide shows follow, with an accompanying CD containing the electronic versions.

The two process sections of the work contain the real ''how-to-do-it'' advice. One chapter provides step-by-step guidance on teaching a ''one-shot'' fifty-minute class. Another helps the reader tackle the extended electronic information literacy course. Two more chapters provide support for instructors in their quests to become better teachers, to use a variety of instructional methods, and to enhance learning with online tutorials and videoconferencing. The last section covers the management of a successful program: designing and equipping the electronic classroom; marketing instruction to administrators, faculty, and students; and, finally, assessing learning and instructional programs themselves. The annotated list of ''Useful Resources for Information Literacy'' points the reader to additional recent publications.

In this book, Barclay provides an update to his 1995 edited work, *Teaching Electronic Information Literacy: A How-To-Do-It Manual* [1]. That volume included considerable discussion of the Internet but just a few paragraphs about the then-new Web. This current work, of necessity, focuses on the Web, its place in the lives of students, and its influence on students' information literacy skills. Of course the Web carries with it the myths that information is free and instantly available and that accessing it requires little or no effort. Barclay provides specific strategies and examples to help an instructor ''demythologize the net,'' many of which are relevant in an academic or a health sciences setting. Jacobs reinforced the need for this kind of instruction in an article on information literacy in graduate nursing education:

> Although access to a wide range of information is available to anyone with a home computer and connectivity, users have acquired a variety of experiences, as well as misperceptions, about electronic resources. Therefore, users may be computer literate but not necessarily information literate. [2]

A second work that is similar to the one being reviewed is Young and Harmony's 1999 book *Working with Faculty to Design Undergraduate Information Literacy Programs* [3]. Another in the How-To-Do-It Manual for Librarians series, this book is clearly targeted to undergraduate instruction; however, it contains valuable detail that Barclay's 2003 manual handles more broadly. For example, Young and Harmony's section on evaluation and assessment provides an outline of the steps in the instructional improvement process, as well as examples of evaluation surveys, tests, and focus group questions.

Barclay suggests the economics of electronic information, the scholarly publishing process, and the copyright law should be important components of an instruction program in electronic information literacy. Interestingly, these topics are often not included in formal information management training provided to medical students. Recommended information competencies in undergraduate medical education target the practical skills necessary to retrieve and evaluate relevant information rather than knowledge and understanding of the publishing and information industries [4]. Health sciences librarians will appreciate the author's thoughtful approach to these topics and his suggestions for incorporating them into an information management curriculum.

Twelve ''ready-to-go'' PowerPoint presentations cover all of the content discussed in the first sections of the book, and the accompanying CD makes the use of these slides almost effortless. The content can be enhanced with customized backgrounds or used as is. The instructor is able to pick and choose specific slides developing tailored presentations for particular audiences. Novice instructors, especially, might consider these electronic versions of the presentations the most valuable feature of the book. Others who have been teaching for some time will find a more limited number of slides useful—slides that provide a new approach to an old problem. For example, those depicting Boolean logic present these concepts with particular visual appeal.

The last two sections of the book contain practical advice: the ''how-to-do-it'' guidelines for effective teaching of electronic information literacy. The chapter on developing a one-shot class is this reviewer's favorite, filled with real-life examples and point-by-point rules. The do's and don'ts of creating and giving slide presentations should be laminated on every instructor's desk. Punctuated by clever humor, this chapter includes sections such as ''Like Watching Paint Dry,'' in which Barclay advises that ''power, pacing, and pitch'' are the keys to keeping the potentially monotone voice of fictional instructor Scarlet ''out of the dead zone'' (p. 147). Throughout this chapter, the author captures the funny side of everyday teaching situations at the same time that he recommends active learning strategies to enhance student learning outcomes.

The chapter on ''Tackling the Extended Electronic Information Literacy Course'' is somewhat less useful, and less enjoyable, than the chapter on the one-shot session. Here, Barclay discusses such general topics as securing administrative support, getting a course approved, and convincing students to take the course. These topics, though important, are quite institution dependent, and the author is forced to offer theoretical rather than practical advice. The single most helpful component of this chapter is the sample syllabus.

Chapters on (1) distance education (including development of online tutorials, Web casting, and vid-

eoconferencing) and (2) design of and equipment for the electronic classroom contain necessary background information as well as clear and understandable guidelines for use of technologies in the electronic information literacy program. The classroom layout sketches and the discussions of furniture and ergonomics can serve as handy reference tools for planning future facilities and technology.

Barclay has developed a useful tool for teacher-librarians to plan and implement electronic information literacy programs. He has created a how-to guide, infused with wit and humor and brimming with practical recommendations and sound advice. Though not written for the health sciences librarian, this book is recommended for its appeal to a broad audience and its down-to-earth approach. It serves as a fine example of a ''How-To-Do-It Manual for Librarians.''

Julia F. Sollenberger
Health Science Libraries and Technologies
University of Rochester Medical Center
Rochester, New York

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